DOCUMENT RESUME

ED 177 766 EC 121 117

AUTHOR Walker, Hill M.; And Others
TITLE Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
INSTITUTION Oregon Univ., Eugene. Dept. of Special Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [71]
NOTE 17p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavior Problems; *Behavior Rating Scales; *Classroom Observation Techniques; Emotionally Disturbed; Observation; Peer Relationship; Records (Forms)

ABSTRACT

The paper describes a method of observation and data recording for use with the acting-out child in the classroom. The form is explained to provide a record of behavior, measure rate, and note consequent social responses to the child's behavior from the environment, while also monitoring the behavior of the child's peers during observation sessions. The observation procedure is detailed, and code criteria is explained for classroom behavior (individual work, group activity, nonattending, noise -nonverbal, vocalization, physical contact, movement, vocal initiation to subject); responses (attention, praise, disapproval, compliance, noncompliance, physical contact); and response agents (teacher, peer, observer). A criterion code test with answers is included. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177766

MANUAL, RATING INSTRUCTIONS, AND CODING CRITERIA

FOR THE OBSERVATION SCHEDULE FOR ACTING-OUT SYNDROME

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Hill M. Walker, Joyce Jolly,
Edward Fiegenbaum, and Gloria Genardi

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hill Walker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Oregon Center for Research and Demonstration
in the Early Education of Handicapped Children
Department of Special Education, College of Education
University of Oregon, Eugene, Oregon 97403

The work reported herein as published by the Oregon Center for Research and Demonstration in the Early Education of Handicapped Children, a subcontractor under the National Program on Early Education of the Central Midwestern Regional Educational Laboratory, a private non-profit corporation, supported in part as a regional educational laboratory, by funds from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

FC 12117

TABLE OF CONTENTS

		Page
I.	Coding Instructions to the Observer	1
II.	Observation Code Criteria	2
III.	Coding Situations for Criterion Test	5
IV.	Observation Form and Answers to Criterion Code Test	9
V.	Normative Data on Acting-out Subjects and their "Average Peers"	11

I. Coding Instructions for the Observer

The following descriptions of observation methods and data recording procedures are designed to log the acting-out child's behavior in the classroom setting, and to record consequences supplied to that behavior. The form provides a record of behavior, measures rate, and notes consequent social responses to the child's behavior from the environment. The form also produces data on the child's performance in the classroom, and relates this data to consequating events supplied by the teacher and peers. The purpose of the observation form is three-fold:

1. To identify the acting-out child in the classroom setting.
2. To record the social consequences of the acting-out child's behavior.
3. To monitor the behavior of his peers during observation sessions for pusposes of comparative analysis.

The observation form is divided into three two-minute sections representing six minutes of observation. The "target" child may be compared to his peers, for monitoring purposes, by alternating one sheet on a "normal" peer chosen at random by the observer. (This is the convention used by our staff. However, it is permissible to use other ratios of monitoring; i.e., 2 sheets or 12 minutes on the "target" child, and 1 sheet or 6 minutes of data on a selected peer.) Each observation form supplies the following information:

1. Behavior of the subject.
2. Rate of behavior.
3. Whether the behavior is appropriate or inappropriate to the situation.
4. Consequent response to the behavior.
5. Agent supplying consequent response.
6. Description of the classroom situation.

Each two minute section has eight horizontal lines of squares. Each line represents 15 seconds of observation. Each square in the line is a behavior class, with some squares divided in half. Coding in the top half signifies an inappropriate behavior, while coding in the bottom half indicates an appropriate behavior. The general procedure is to observe the subject during the interval, and code the behavior and consequent responses in the process. At the end of the 15-second interval, the observer drops down to the next line while continuing to observe and code the interactions. The interval is marked by a timing device set into a clipboard which buzzes every 15 seconds. When this occurs, it marks the start of a new interval, and the observer starts the next line. (The staff tried a 15-second interval in which 10 seconds were used for observation only, and 5 seconds were for recording interactions; however, the 15-second interval of continuous observation and recording produced higher reliability among observers.)

The squares in each line correspond to the coded behaviors listed above the individual square. The observer indicates a behavior has occurred by placing the consequent response to that behavior and

response agent in the square describing the subject's behavior, while noting whether the behavior was appropriate or inappropriate. Appropriate behavior is defined by the environment and the rules operating in the classroom. The observer should find out from the teacher when, and under what conditions, behaviors, such as talking to a peer, are appropriate. Other behaviors may be more obvious; i.e., during Math, the subject may initiate a vocalization (VO) to the teacher (T), asking her whether his answer is correct: the teacher responds by praising the subject for having the right answer (P). The correct coding procedure is illustrated below:

WK	NO	NA	NY	VO	PH	MO	IS
PT				+TPT			+PT

Coding in the preceeding example is marked in the following sequence: the subject's behavior, the agent recipient (VO and PH are the only categories in which the subject addresses peer or teacher), the response to the subject's behavior, and the agent performing the response to the behavior.

The behavior, consequent response, and agents are listed with their codes above each observation form. To avoid unnecessary confusion at the beginning of training, it is suggested the prospective observer familiarize himself with these codes and definitions provided on the following pages. It is not necessary to make more than one notation of the same behavior within a 15-second interval. The observation form is designed to point out the subject's behavior and social consequences. Sequencing is not the important variable.

After mastering the behavior, consequence, and agent codes, the potential observer may wish to gauge his progress in mastering the method or process of observation: a criterion test is included at the end of the manual for this purpose. Behavioral interactions that are normally encountered in the classroom are used for the criterion test. The reader may want to test his ability in coding these interactions on the first observation form. The second form has been coded by our staff on the same interactions so that the reader may compare his coding against ours. This is an easy check that will test understanding of the manual and help to clarify confusions about the observation codes.

II. Observation Code Criteria

Classroom:

Group: To be marked whenever the class is participating as a whole; i.e., class lecture, reading, and listening. This does not apply to class projects where individual work is required.

Individual: To be marked whenever the subject is involved in separate study; i.e., reading workbooks, math problems, and art. The teacher is helping individual children and the subject is expected to do his own work.

Transition: To be marked whenever the entire class changes from one activity to another: i.e., clearing desks for recess, stopping one lesson and starting another, forming groups for reading. Movement is usually characterized in transition. When movement occurs during transition, it should be double coded as normative (NO) as well as movement (MO).

Description Of Codes:

Classroom Behaviors:

WK (Individual Work): Appropriate - Inappropriate
Appropriate work is coded in the lower half of the square whenever the subject is engaging in the prescribed individual work: The class is working in its Math workbooks and the subject is involved in the same activity - he has the workbook in front of him and is attending to the problems.
Inappropriate work is coded in the upper half of the square whenever the subject is engaging in activity other than the prescribed work indicated by the teacher. The teacher has told the class to read the story on page 25 of their readers. The subject, instead, continues his drawing from the last period. It is important to note that the observer should not code non-attending (NA) while coding inappropriate work, such as cheating, flipping through pages unnecessarily, or sharpening a pencil for a long length of time, unless the subject is not attending to this inappropriate work.

NO (Group Activity): To be coded whenever subject engages in behavior characterized by group activity; i.e., moving chairs to form a reading section, lining up for recess or fire drill, listening to teacher's instructions and group discussions. It is important to note that a child may be doing individual work within special study groups; unless the members are working together, this should be coded (WK).

NA (Nonattending): To be coded whenever the subject is not attending to his work or class lesson. This may occur during WK or NO, when the subject should be attending. This involves looking up from his work on his desk, looking out the window during a class lecture, or resting his head on the desk while he should be attending. This behavior is always classified as inappropriate.

NY (Noise - non verbal): To be coded whenever the subject engages in loud, disruptive noises; i.e., banging book on desk, kicking desk, mumbling, and incoherent utterances. This category is always coded as inappropriate and usually accompanies movement (MO).

VO (Vocalization): Appropriate - Inappropriate
To be coded whenever the subject is engaged in coherent vocalizations that are not considered noise; i.e., singing, talking to one's self or to others.
Talking to others is considered socially acceptable speech (+) or unacceptable (-). Talking is also coded as appropriate and is placed in the lower half of the square: subject asks teacher question pertaining to the lesson, he recites in class, talks to peer about class work.
Inappropriate vocalizations are coded in the upper half of the square and include: talking to peer about topics other than the lesson, talking without permission, talking to disrupt and annoy others in the class.
As mentioned earlier, when the subject is talking to a peer or teacher, there are five items to consider and record:

1. Code the type of vocalization + or -.
2. Code to whom VO was addressed.
3. Code response to the VO.
4. Code agent responding to the VO.
5. Under IS square, code numbers 3 and 4 above.

(Frequently, a child may mouth words while reading; this is not considered vocalization.)

PH (Physical Contact + or -): Appropriate - Inappropriate
To be coded whenever subject engages in physical contact with others. Contact may be regarded as either positive (+); i.e., placing an arm around peer, or negative (-); i.e., striking peer or teacher.
Inappropriate contact is coded in the upper half of the square and indicates annoying or disruptive behavior or is inappropriate at the time: The subject touches every peer he passes returning to his desk after sharpening his pencil; or he taps peer sitting in front of him for attention.
Appropriate contact is coded in the lower half of the square whenever subject touches others in a situation permitting contact; i.e., games.
Aggression, actual or attempted, is coded as negative (-) and inappropriate: Subject strikes peer or attempts to strike peer but is stopped by the teacher.

MO (Movement): Appropriate - Inappropriate
To be coded whenever subject is moving in his chair; i.e., squirming, turning around, raising hand, or following motor instructions from teacher. Movements are considered appropriate or inappropriate: Getting out of seat or not touching seat and standing at desk are coded by placing an X in the square under Movement.

IS (Vocal Initiation To Subject): Either teacher (T) or peer (P)
To be coded whenever an agent addresses subject. This behavior is coded for initiation to subject and reply to subject as indicated in number 5 under VO.
Initiation can be either appropriate: Teacher or peer talks to subject about a lesson; or inappropriate: Peer disrupts subject or talks to him about other topics.

Responses:

A (Attention): To be coded whenever agent attends to specified behavior. This is considered a neutral response, void of approval or disapproval: The teacher looks at or listens to the subject.

P (Praise): To be coded whenever response agent displays approval of subject's behavior. This may be through a verbal response or a gesture; i.e., "That's nice," head nod, smile.

D (Disapproval): To be coded whenever peer or teacher indicates disgust or disapproval of subject's behavior. Responses may be verbal or gestural; i.e., "Don't do that!", head shake, frown.

C (Compliance): The subject responds to teacher or peer initiated command.

NC (Noncompliance): The subject does not comply with teacher or peer initiated command.

PH (Physical + or -): To be coded whenever response agent responds to subject either by positive contact: hugging, patting; or by negative contact: hitting.

Response Agents:

Each response must specify which agent is involved. The agents are coded as follows:

T - teacher
P - peer
O - observer

The observer is encouraged not to interact with members of the class, and to ignore questions by the students. O should rarely be used as as agent since he is not an integral member of the class.

III. Coding Situations for Criterion Test

Situation	Correct	Incorrect
1. The teacher assigned a math sheet for the students to do individually. S is at his desk doing his work. He looks over at his neighbor to copy an answer. The teacher doesn't see the student cheat. He continues working.	___	___
2. S is working on an individual activity at his desk. The observer in the back of the room drops his clipboard. S is startled by the noise and turns around to see where it came from. He then returns to his work. No one noticed him look at the observer.	___	___

3. S is receiving help from the teacher on his math. The teacher asks him a question which he answers. The teacher says, "Very good!" Another student approaches the teacher with a question. S waits watching the teacher and other student talk. The teacher then turns back to S to help him with his work. ___ ___

4. S is working at his desk on an art project. He looks up when he hears someone talking, and then returns to his work. To see his work better, he stands up and works. No one talks to him or gives him attention. ___ ___

5. S is asked by the teacher to pass out work to be taken home. S gets the papers and begins passing them out. He stops and reads each paper before giving them to the student. No one talks to him or gives him attention. ___ ___

6. The teacher has given an assignment for the students to write a story at their desks. S breaks his pencil accidently and goes to sharpen it. (Permission is not necessary for pencil sharpening.) He returns to his desk and begins writing with his head laid on his left arm as he writes. ___ ___

7. The teacher is reading a story to the class. S slides his chair, without leaving his seat, resulting in a scraping sound. He begins burping loudly over and over. The teacher looks at him and shakes her head. ___ ___

8. The class is having a discussion about birds. S sits near the window. The teacher asks a question. S raises his hand and yells, "I know it." The teacher ignores him and calls on someone else. S leaves his hand up and gradually lets it fall behind him until he grabs the window shade. He pulls the shade so it goes up with a loud bang. The teacher ignores him while a peer looks over and laughs. ___ ___

9. During math period, the teacher assigns a page of individual work. S works two problems; then gets up from his seat and goes to ask the teacher about a problem. She tells him the answer and he thanks her. On his way back to his desk, he stops at another student's desk and asks about how his work is going. The student tells him he only has ten problems to go. S shows him his work; then returns to his desk. ___ ___

10. S is sitting next to the wall, in his chair, beyond reach of his desk. The teacher assigns him a book to read at his desk. He leans back in his chair until he bangs the wall. He bangs repeatedly until the teacher says, "Stop that and do your work." He replies, "I don't have to," but does stop the banging. He gets up, moves his chair back to his desk and sits down, beginning to read his book. ___ ___

11. S is sitting at his desk during a class discussion of what causes accidents. He listens to the teacher say something about airplanes. He then puts his hand in the air as if it were an airplane crashing into his desk, and makes the sound effects of the crash. The boy next to him notices, and begins imitating him. The teacher ignores them. ___ ___

12. During a spelling test, S looks at the teacher until she gives a word, then writes it on his test paper. He then reaches down to scratch his leg, and looks back at the teacher to wait for the next word. ___ ___

13. The teacher indicates to the class that they are to read Chapter I of their text. S begins to read Chapter I; then begins reading captions under the pictures throughout the book. No one seems to notice his activity. ___ ___

14. Two minutes ago, S was conscientiously involved in doing his Math assignment. He then began sharpening his pencil. Now he is still involved in sharpening his pencil, while he is discussing his family with a peer. The peer asks a question regarding S's family. ___ ___

15. S is writing a paper on birds: the assigned task. He is seated sideways on his chair when a peer returns to the classroom. S looks up when the door opens; then begins to write again while shifting his body to the "normal" desk-sitting position. A peer asks S the answer to number 8. S ignores the peer and continues to work. ___ ___

16. S is raising his hand to answer a question put to the class. The teacher does not call on S. The selected peer answers, but is incorrect. S then answers the question without teacher permission. The teacher tells S to raise his hand if he has something to say. S makes no response. ___ ___

17. The class is involved in a spelling test. The teacher pronounces a word; the students then write the word and wait for the next word. While taking the test, S is seated sideways in his chair. After writing one of the words, he begins tapping his pencil on the desk. A peer begins to smile and imitate S's tapping behavior. The teacher frowns and S discontinues the activity. ___ ___

18. While sitting in a group during show and tell, S begins pulling his shirt over his head and making a deep humming sound. Three peers laugh at his shirt pulling and noise. The teacher tells S to return to his seat because he doesn't know the proper behavior. S returns to his seat. ___ ___

19. The class is watching a humorous film. During a funny scene, S begins to laugh as do other class members. S begins to jab a peer in the ribs. The peer says "Don't" and jabs S back. S ignores the peer and continues watching the film. ___ ___

20. During art, S is involved in reading a book on history. The teacher tells the class members to clean their desks and line up at the door for recess. S clears his desk and walks directly to the line, where he begins talking with a friend. The peer is listening. S then walks over to an "interest" center and begins to examine the supplies there. No one notices him. ___ ___

21. After "free-time" the teacher instructs the students to go to their seats and work on their Math assignment. S begins to work on the assigned task; but he is not seated at his own desk. ___ ___

22. S is still not seated at his own desk (see #21). S is working on his Math, while resting his head on his desk. The teacher notices that S is not at his own desk, and asks S to return to his own seat. S walks directly to his desk. ___ ___

23. The class has been instructed to work on its new science assignment. S and a peer have been talking about baseball. S is seated with his chair tilted back on two legs and intermittently whistles. The peer smiles whenever S whistles. The teacher tells S to stop whistling. S complies. ___ ___

24. S is singing the selected song during Music. After the song, he listens to the explanation of a foreign song; then, with the class, begins to sing the next song. ___ ___

Total Score

# Correct	# Incorrect
___	___

IV. OBSERVATION FORM AND ANSWERS TO CRITERION CODE TEST.

Student_____ Observer_____ Date_____

Group_____ Individual_____ Transition_____ Recess_____ Sheet No._____ Time_____

Behaviors:
WK--Individual work
NO--Group activity
NA--Nonattending
NY--Noisy (not vocal)
VO--Vocalization (= or -)
PH--Physical contact (= or -)
MO--Movement X-- Out of seat
IS--Initiation to subject

Responses:
A--Attention
P--Praise
D--Disapproval
O--Ignore
NC--Noncompliance
PH--Physical (= or -)

Agents:
T--Teacher
P--Peer
O--Observer

	WK	NO	NA	NY	VO	PH	MO	IS
1	0						0	
	0							
2			0				0	
	0							
3			0					
	TA				TPT			TA
4			0				XO	
	0							

	WK	NO	NA	NY	VO	PH	MO	IS
9	0				PAP		XO	PA
	0				TAT		XO	TA
10			0	O.DT			0	
	0				-TO		XO	TC
11			0	AP			AP	
		0						
12			0					
	0	0				0		

	WK	NO	NA	NY	VO	PH	MO	IS
17			0	APDT			0	
	0	0						
18			0	PADT			PADT	
							XO	-TC
19			0		-PDP		PH-P	-PC
		0						
20	0		0		PAP		XO	
		0					XO	TC

	WI	NO	NA	NY	VO	PH	MO	IS
5	0		0					
	0						XO	TC
6							0	
	0						XO	
7			0	O.DT			0	
8				AP	TOT		0	
		0					0	

	WI	NO	NA	NY	VO	PH	MO	IS
13	0							
	0							
14	0				+PAP			+PA
15			0				0	+PO
	0						0	
16					+TDT			
		0					0	-TC

	WK	NO	NA	NY	VO	PH	MO	IS
21							XO	
	0							+NC
22							0	
	0						XO	NC
23			0	APDT	+PAP			+P
								-T
24								
		0						

IV. OBSERVATION FORM AND ANSWERS TO CRITERION CODE TEST.

Student_____Observer_____Date_____

Group_____Individual_____Transition_____Recess_____Sheet No._____Time_____

Behaviors:

WK--Individual work
NO--Group activity
NA--Nonattending
NY--Noisy (not vocal)
VO--Vocalization (+ or -)
PH--Physical contact (+ or -)
MO--Movement X-- Out of seat
IS--Initiation to subject

Responses:

A--Attention
P--Praise
D--Disapproval
O--Ignore
NC--Noncompliance
PH--Physical (+ or -)

Agents:

T--Teacher
P--Peer
O--Observer

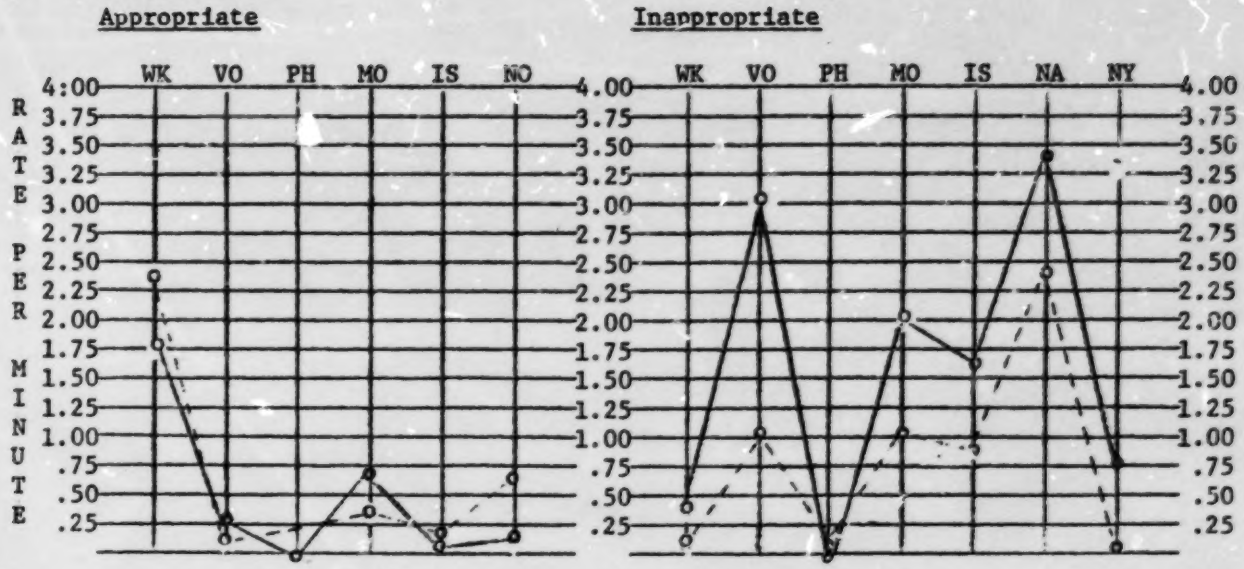
	WK	NO	NA	NY	VO	PH	MO	IS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								

V. Normative Data

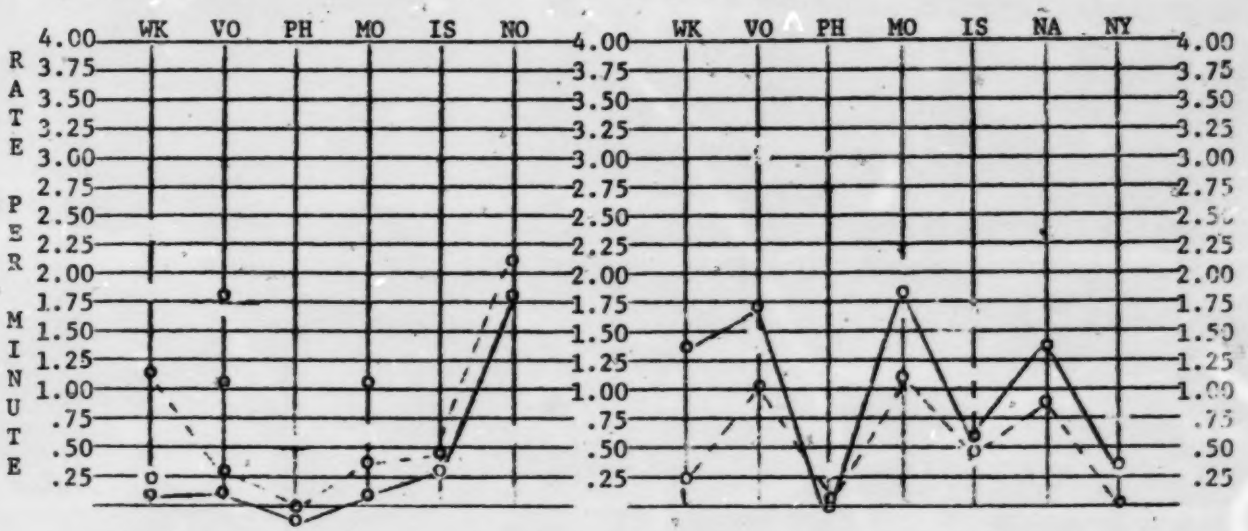
Since the observation schedule was developed specifically for measuring acting-out behavior in the classroom; it should discriminate between those children whose behavior can be characterized as acting-out, and those whose behavior is not so characterized. Using a combination of teacher nomination, checklist scores, and observation data, six acting-out children were selected as experimental subjects. Three observers were trained to a criterion of .90 inter-subject reliability on the observation schedule. Observations were taken on the acting-out subject, and a randomly selected peer, until the observers had recorded one hour of observation data on the experimental subject and one hour on his peers. Two observers recorded simultaneously; one recorded the peer's behavior, and the other recorded the acting-out child's behavior. Ten sheets were recorded on the student and one sheet on each of ten peers. Each sheet covered six minutes totaling twenty-four fifteen-second intervals. The first peer in the front row was observed first. The observer proceeded down the row; then began the next row, until ten sheets were completed. The following charts compare the rates of the student and his peer's average rate for appropriate and inappropriate behavior.

COMPARATIVE OBSERVATION DATA FOR ACTING-OUT SUBJECTS AND THEIR AVERAGE PEERS

Student I

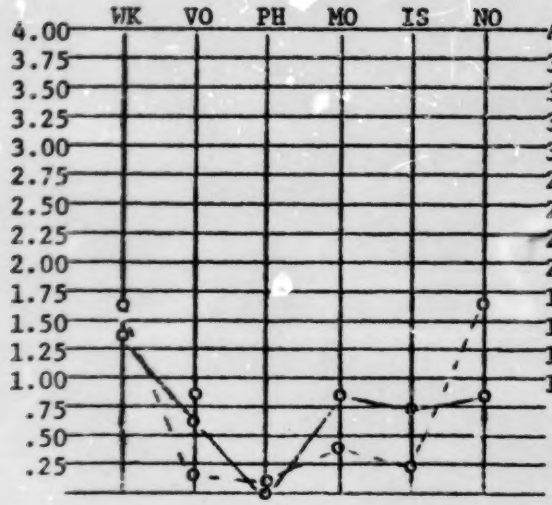

Appropriate
Inappropriate
WK VO PH MO IS NO
WK VO PH MO IS NA NY
RATE PER MINUTE
4:00 3.75 3.50 3.25 3.00 2.75 2.50 2.25 2.00 1.75 1.50 1.25 1.00 .75 .50 .25
4.00 3.75 3.50 3.25 3.00 2.75 2.50 2.25 2.00 1.75 1.50 1.25 1.00 .75 .50 .25
Categories
Experimental Subject
Average Peer
Categories

Student II

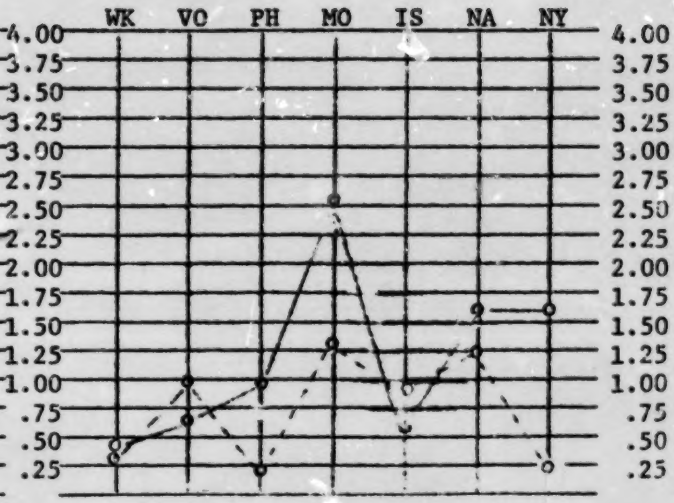


Subject III

Appropriate



Inappropriate



Categories

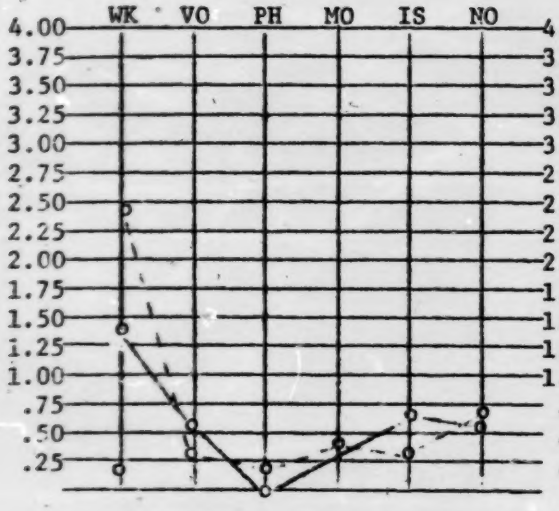
Student o———o———o

Peer o- - - - -o- - - - - o

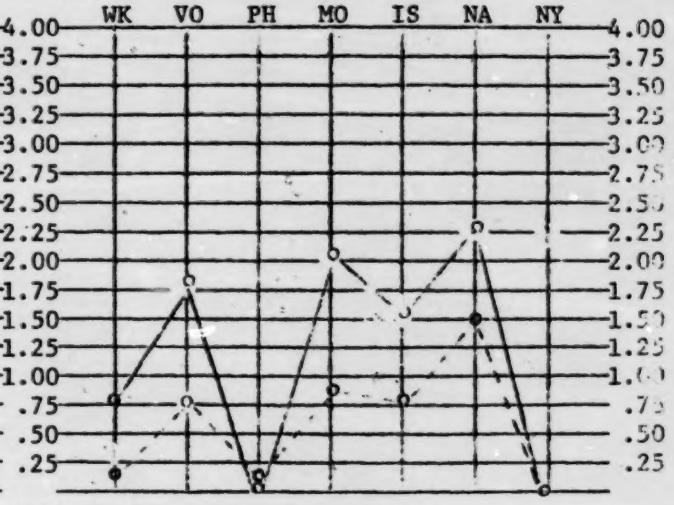
Categories

Subject IV

Appropriate

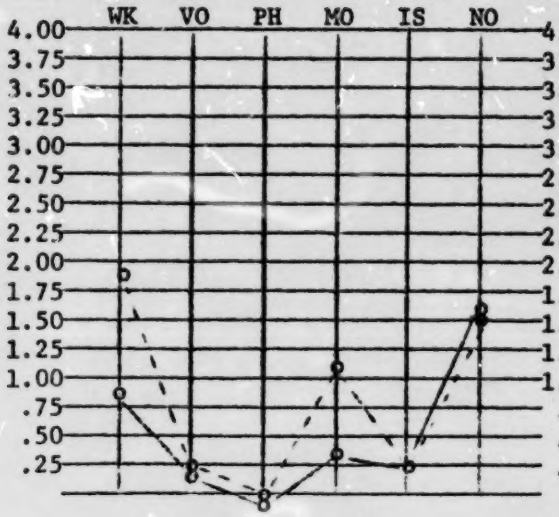


Inappropriate

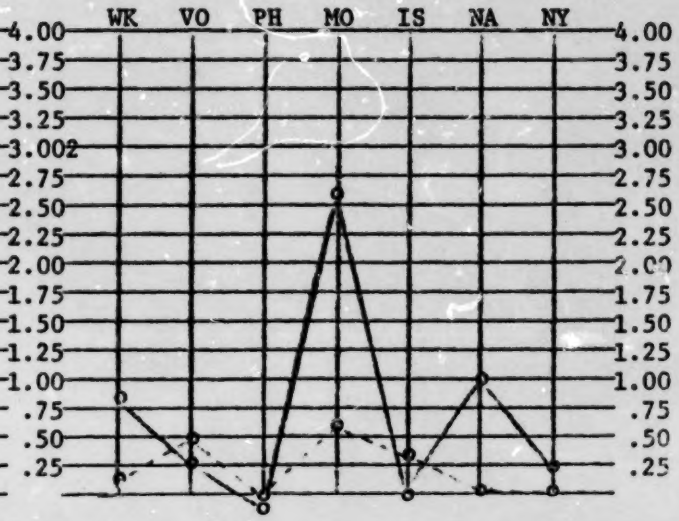


Student V

Appropriate



Inappropriate



Categories

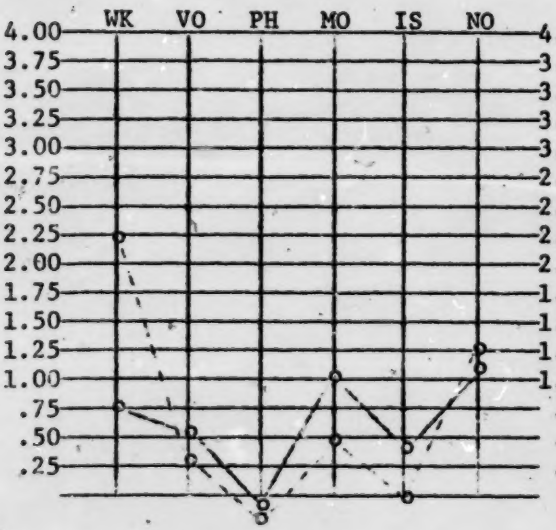
Student o——————o——————o

Peer o- - - - - - -o- - - - - - -o

Categories

Student VI

Appropriate



Inappropriate